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ABSTRACT

The report discusses accomplishments of a project to develop and implement a field based instructional model for training university faculty in career education for handicapped students and to encourage career education training in existing university programs. It is explained that the project served three subgroups: 55 university faculty members, 160 public school faculty, and 38 university students. The report's first section details major activities of the project, including workshops regarding the infusion of career education and P.L. 94-142 (The Education for All Handicapped Children) concepts into existing college curriculum and conferences for public school faculty. Participant characteristics are outlined. Evaluation findings of performance and process objectives using a discrepancy evaluation model are reviewed. The final section describes the project's dissemination activities. (CL)

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PERFORMANCE REPORT

Murray State University
Center for Innovation and Development
Career Education/Handicapped

Infusing Career Education for Handicapped Through Total System Involvement

September 30, 1977 - October 1, 1978

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ABSTRACT

The purpose of the 1978 project as addressed by the application for funding was to provide an effective model for the training and retraining of persons for conducting career education programs within institutions of higher education and local education agencies. U.S. Office of Career Education personnel have affirmed the uniqueness of project processes designed to facilitate faculty abilities to infuse career education for the handicapped into University level curriculum. The project has been seen as a process for creating systemic change, impacting University level curricula with the objective that University graduates so prepared will enhance career education opportunities for the handicapped in public schools.

Project activities have been designed: (1) to develop and implement a field-based instructional model which includes the training of university faculty in methods and techniques of carrer education, and (2) to encourage the infusion of these learnings into existing and developing university programs. Pre- and in-service educators have been exposed to career education skills and knowledge through practical experience with children in a variety of educational settings.

The project primarily serves three subgroups: (1) 55 Murray State University faculty representing a number of departments on a college-wide basis, (2) 160 public school students through the Mini-University and Special Recreational Skills Development programs, and (3) 38 Murray State University students as active participants in the Mini-University and Special Recreational Skills Development field-test programs.

Both performance and process objectives are being evaluated via a Discrepancy Evaluation Model. Pre- and post-tests have been utilized where appropriate. Descriptive statistics have been used during most of the process. As this is the only USOE project designed to develop faculty skills in the area of Career Education for the Handicapped before working with students and public school personnel, many instruments and other evaluation processes have been locally developed.

Participant data has been collected regarding the quality of project processes. Informal and formal assessments of change in participant behavior and attitudes has been emphasized, whether such change has occurred among university faculty, or university students.

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Murray State University

College of Human Development and Learning
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December 20, 1978

Mr. Terry Newell
Project Officer
U.S. Office of Career Education
Room 3108-AROB-3
7th & D Streets, S.W.
Washington, D.C. 20202

Dear Mr. Newell:

As the third party project evaluator for the Murray State University Center for Innovation and Development Career Education/Handicapped project, I am respectfully submitting this report to you. As I was primarily responsible for data collection, analysis, reporting and editing of this report, I will be most happy to answer any questions you may have about the contents herein.

Sincerely,

James Willis

James Willis, Ed.D.
Project Evaluator

JW:di

CHAPTER I

MAJOR ACTIVITIES

This chapter describes in specific terms the major accomplishments under each objective during this report period.

Process Objective #1

By November 19, 1977, the Project Directors, Curriculum Infusion Specialists, and external consultants will conduct a two-day workshop regarding infusion of career education and PL 94-142 concepts into existing college curriculum for selected faculty (e.g., representatives from each department in the College of Human Development and Learning) as evidenced by workshop agenda, participant list, participant pre-tests, workshop evaluation report, and clusters of individual faculty objectives being on file in the Project Director's office.

Activity #1: November Faculty Conference

Date: November 21-22, 1977

Thirty faculty from each department and each departmental section of the College of Human Development and Learning attended a two-day retreat conference to be introduced to the Career Education/Handicapped Project and to begin the faculty infusion process. The conference was entitled, "Working Together to Maximize Human Potential Via the Career Education/ Handicapped Project."

The conference sessions included Values Clarification Exercises, What Career Education Is--What Career Education Is Not, Career Education Delivery Systems, A Look at the Special Child: A Study of Handicapping Conditions, Informal Wrap-Up, Staff Development, Career Education for the Handicapped, Project Overview, Project Goals and Objectives (small work-

ing groups), Examination and Presentation of Materials Developed by Individual Groups, Wrap-Up, Challenge, and Evaluation--Where Do We Go from Here? The conference participants were led by Dr. Donald Hunter, Dean of the College of Human Development and Learning.

The combined purpose of these sessions was to provide the general background information necessary for faculty to consider possible changes in their curricula to provide career education for the handicapped skills training for their students. These sessions led up to having each faculty member write objectives regarding strategies they would pursue to this end. The objectives defined their future needs for becoming involved in the development of a comprehensive pre-service program.

Process Objective #2a

By January 30, 1978, the Project Directors and the Curriculum Infusion Specialists, in cooperation with participating faculty, will conduct planning sessions regarding implementation of career education for the handicapped objectives developed during the two-day faculty workshop. These sessions will involve clustering of individually-determined faculty objectives and subsequently planned activities. Planning processes will include use of the Management Information Systems (re: faculty and other College resources, student learning needs, community resources and needs, and interrelated data regarding potential faculty resource release time/exchange for planning) and input from the Project Advisory Board which includes representatives from education, business and industry, and potential college student employers.

Process Objective #2b

During the spring and summer semesters of 1978, participating faculty will implement the career education for the handicapped activities developed in the planning sessions. Faculty dissemination of modules developed and implemented and successful practices will be an on-going process via Sandwich Seminars for faculty and students, internal circulation of the Project Newsletter, etc.

Activity #1: Clustering of Faculty Objectives

Date: December 5-9, 1977

The faculty objectives developed during the November faculty conferences were typed and copies sent to faculty members for their files

and possible revision. The Curriculum Infusion Specialists sorted the various faculty objectives into categories based on similar needs or by virtue of related process. These were developed into a comprehensive cluster system (on file) which could be used as the basis for future planning. On the basis of the cluster system, a tentative in-service program was developed for faculty.

Activity #2: Individual conferences with participating CE/H project faculty

Dates: December 14, 1977--January 26, 1978

Individual conferences were conducted with all participating faculty to provide an overview of the clustering system and to define specifically the relationship of their objectives to it. Faculty input was sought on the tentative plans for project activities and their involvement. Clarification was sought on planned personal activities associated with the project.

Activity #3: Workshop for Recreation and Physical Education Department

Date: December 19, 1977

The project staff conducted an awareness workshop for ten faculty members in the Department of Recreation and Physical Education. The workshop included a discussion on Career Education for the Handicapped and a presentation on PL 94-142. An overview of project goals and objectives was also presented.

Activity #4: Project activities--faculty workshops--Career Education/ Handicapped

Date: Spring Semester, 1978

Based on the cluster system and individual conferences with participating faculty, the Curriculum Infusion Specialists developed a

series of 15 working sessions (with workshops) to assist the faculty in meeting the objectives they wrote at the November Career Education Conference. The sessions included topics such as the following: An Examination of the Major Definition and Concepts of Career Education--Many Roads to Confusion; PL 94-142; Sensitization of Handicapping Conditions; Career Education in Action; Career Education Assessment; Project PRICE Training Materials; Self-Awareness; Revising Course Descriptions; Interaction and Sharing; Available Resources; Ongoing Career Education Projects; Initiating Career Education for the Handicapped Curriculum Development; Planning Field Experiences; MSU Career Education for the Handicapped Activities; Future Goals.

The 15 sessions were described in detail as to purpose and content in booklet form (on file) and were distributed to participating faculty. Follow-up explanations of this program were made through follow-up phone contact with arranged meeting.

Of those made available to the faculty, the following sessions were conducted:

Workshop #1: Information session

Date: February 10, 1978

Attended by six faculty members and fourgraduate students in the Department of Recreation and Physical Education, this session was devoted to information on PL 94-142 and exercises devoted to an understanding of and sensitization to handicapping conditions. Dr. R. Hausman made this later presentation.

Workshop #2: Career Education Infusion Strategies

Date: February 24, 1978

Attended by two faculty members, this session was devoted to a clarification of the definition of career education and

the infusion process. A slide presentation on career education in Hazard, Kentucky, was shown.

Workshop #4: Career Education/Handicapped Infusion Strategies

Date: April 6 & 7, 1978.

This workshop consisted of a Sandwich Seminar, two seminar presentations, and individual consultation for faculty. All were conducted by Lynda West of Project PRICE. The Sandwich Seminar was devoted to "Career Education of the Handicapped: Basic Facts and Conceptualization" and was attended by five faculty members. One of the seminars was devoted to an overview of Project PRICE and on enforcement of self-concept techniques by the handicapped and was presented to 12 graduate students in the Division of Guidance and Counseling (GUI 454). The second seminar was entitled "Teaching Considerations and Strategies for Career Education and Personal-Social Skills: Teaching Techniques." This conference was attended by five faculty members and 20 education students.

Individual consultation to three faculty members on the problem of infusing career education/handicapped concepts into on-going college currucula was provided by Ms. West.

Workshop #6: Curriculum Revision

Date: February 20, 1978

Attended by five faculty members, the session was devoted to determining where career education for the handicapped concepts could be best infused into an on-going college curriculum.

Workshop #9: Curriculum Revision - College Report

Date: April 13, 1978

Conducted as a Sandwich Seminar, this workshop was attended by 18 faculty members. Two project participants, Dr. Tom Holcomb, Professional Studies, and Dr. Steve Shechtman, Child Studies, made presentations illustrating their success in infusing career education/handicapped concepts into their classes.

Dr. Holcomb described his course taught in cooperation with business and industrial personnel at industry sites. University students including practicing teachers have been given the opportunity to see, hear, and smell the industrial world of work and relate it to their career education efforts with public school students.

Dr. Shechtman described the videotaped modules he developed to use children's natural interest in television characters to develop career awareness.

Workshop #11: Curriculum Development

Date: February 13, 1978

Attended by six faculty members, this session was devoted to initiating curriculum development dealing with career education for the handicapped and providing appropriate resources to do so. Use of a format to report developed material was discussed. This group in the curriculum development sequence of the workshop sessions decided against continued group meeting and preferred to proceed on an individual basis.

Sandwich Seminar: Career Education in Higher Education

Date: March 30, 1978

Dr. Chuck Ryan, Project Director of the University of Maine's Career Education Project, met with faculty to discuss

successful career education infusion strategies at the college level. Dr. Ryan also met with the deans of all the colleges to discuss Career Education in higher education.

Consultations: Dates: Spring and Summer Semesters, 1978

The Curriculum Infusion Specialists have provided 1148 hours of individual contact with project faculty to assist them in the process of infusing career education for the handicapped concepts into on-going curriculum. The bulk of this time has been devoted to the development of instructional modules and their subsequent use. The Curriculum Infusion Specialists have also identified and secured material for faculty to examine relating to the following topics: Career Education/Handicapped, PL 94-142, Self-Concept, Career Development Theories, Infusion problems, needs assessment devices, legislation related to career education, career education state plans, and individualized programs on career choices for college students.

The Curriculum Infusion Specialists conducted individual conferences with each faculty member utilizing the resource material from the Career Education Resource Center.

Activity #5: Implementation of CE/H activities by participating faculty

Dates: Spring and Summer Semesters, 1978

One specific aim of the Career Education/Handicapped Project was to provide MSU faculty with the opportunity to engage in career education related activities and to provide them the resources to do so. This section is a brief attempt to summarize what has been accomplished in achieving this goal.

Overall, it is fair to categorize the activities according to four general areas. These areas are:

I. Utilization of Resource Materials and People

Through the MIS and Career Education Resource Center, massive amounts of materials have been utilized by project participants. The materials range from articles to filmstrips. Hundreds of university students have been given presentations on Career Education/Handicapped and PL 94-142. Thousands of handouts have been distributed and utilized as classroom activities.

The curriculum infusion specialists have not only made several presentations themselves, but through the MIS have been able to identify and utilize faculty desiring to share their expertise with other departments. On-campus and off-campus courses have been sites for infusion activities.

II. Products Developed by Faculty

Dr. Pauline Waggener developed an Annotated Bibliography of Instructional Materials for Use by Home Economics Teachers with Educable Mentally Retarded Students. She has also developed a handbook for home economics which develops dealing with the characteristics of handicapped persons and suggested teaching strategies.

Dr. Steve Shechtman developed videotaped modules to use children's natural interest in television characters to develop career awareness.

Ms. Judy Payne is developing a slide presentation on Careers in Home Economics.

Dr. Ralph Hausman is developing an instructional package of activities to use when sensitizing others toward the nature and needs of handicapped persons.

Dr. Tom Holcomb, Department of Professional Studies, has developed several products. He has developed the outline of a conference program which can be used for higher education programs, with a special emphasis on counselor educators, to help develop solid career guidance programs. One highlight of this product is the development of several good assessment instruments. Along these same lines, Dr. Holcomb is starting to develop a similar conference program which would more fully utilize the business-labor community. Finally, through his involvement in the project, he has developed an instrument which can be used with very young children for the assessment of career education goals in Kentucky.

III. Activities Completed by Faculty

Dr. Charles May has devoted one facult meeting to the direction tht his department (Child Studies) should take to infuse Career Education/ Handicapped into their curriculum. Dr. May worked with MSU students and Head Start students in infusing Career Education concepts into the pre-school aspect of the Special Recreation project. Dr. May has also organized a unit of class instruction around the importance of self-concept as it relates to career development. This involved the use of resource people and student centered activities.

Dr. Steve Shechtman, Child Studies, developed a videotape to promote career awareness in the post preschoolers. He has developed a model which others can follow to do the same and to reduce sex role stereotyping.

Dr. James Willis, Professional Studies, has utilized filmstrips and materials on PL 94-142 in classes and as individual studies. Dr. Willis has also participated in a Career Education Workshop sponsored by the project for teachers this summer.

Dr. Garth Petrie, Instruction and Learning, has utilized resource people and materials for courses he is teaching. Materials focus mainly on PL 94-142.

Dr. Bobby Malone, Instruction and Learning, has infused a lecture series (utilizing resource people and materials) into a seminar course for student teachers. Focus on Career Education/Handicapped. He is also utilizing career education concepts in in-service training sessions for regular teachers.

Dr. Lewis Bossing, Instruction and Learning, participated in a Career Education Workshop for teachers sponsored by the project.

IV. Career Education Curriculum Development Work Group

There are individuals who developed instructional modules directly related to the acquisition of career education skills on the part of their students.

Dr. Tom Holcomb developed and used in class a module designed to teach counselors. The rationale and skills for dealing with the self-concept of handicapped individuals.

Dr. Steve Shechtman has developed and used two modules in his classes. The first module was designed to teach his students how to promote career awareness using TV. In the module he teaches his eight-step model for using TV. The second module deals with the adaptation, based on the handicapping condition, needed for career education planning for integrating the sepcial child. It also serves as a general introduction to career education.

Ms. Jeanette Furches has developed a module which utilizes visiting agencies, programs, etc. that serve the handicapped. This serves, first of all, to increase the nursing students' awareness of handicapping conditions. In addition, there was special emphasis on counseling parents of handicapped children.

Ms. Lynda Clark has developed a module that introduces to nursing students their potential role as resources. The module introduces them to the various handicapping conditions and how one can be most effective. In term of content, the module focuses on the role of nurse as providing information on sex education and parenting to high school students.

Dr. James Willis developed and used in class a module that introduces career education and the legislative requirements to administration students.

Dr. Lewis Bossing has developed a module to be used on a self-study or instructional basis to introduce elementary education majors to career education and how to develop career education modules.

Dr. Pauline Waggener has developed a module entitled, "Applications of Career Education in Home Economics 361--Methods of Teaching Home Economics."

Dr. Wayne Williams has developed and used in class a module that introduces the concept of career education.

Activity #6 : Fall 1978 Career Education/Handicapped Kick-Off Conference

Dates: October 18 & 19, 1978

One goal of the Career Education/Handicapped project was to develop a group of faculty who would be willing to take a leadership role in implementing career education activities in the 1978-1979 academic year. In order to accomplish this goal, a 24-hour retreat was held away from campus to work with this group. Participation was on a voluntary basis. The two primary objectives of the conference were to expose this group to the basic information they still required and to initiate a shift to a systems-oriented process that would be required for them to function as a nucleus leadership group.

Nineteen faculty from those who had been involved in the project attended. The conference sessions included: An introduction by Dean Donald Hunter; a status report by Doris Helge; a presentation entitled "National State of the Art in Career Education as it Relates to MSU Infusion Goals and Activities," by Dr. Don Rye; a presentation entitled "Career Education Delivery System Needs and Legal Mandates in Kentucky," by Ms. Helen Burkeen; a presentation entitled "The Need for Career Education for the Handicapped: Implications for MSU Faculty and Students of PL 94-142 and Concept of Least Restrictive Environment: by Angela Faherty; an examination of the content, process, and products involved in career education for the handicapped done by project staff; a session in which area school personnel had the opportunity to share their concerns with MSU faculty; and a look at the potential relationship of the Career Education/Handicapped project to other MSU programs.

The combined purposes of these sessions was to provide the general background information and processes necessary for these faculty to consider involvement with the 1978-1979 in-service program and assistance with faculty development program. These sessions led up to the possibility of a meaningful follow-up meeting during which faculty would be given the opportunity to define the exact nature of their involvement in the project.

Process Objective #3

During the Spring and Summer Semesters of 1978, the Project Directors and the Curriculum Infusion Specialists, in cooperation with participating faculty, will conduct special training sessions in developing and implementing career education concepts in existing public school curriculum and infusing these concepts into curricula for educators preparing to implement the Education for All Handicapped Children Act (PL 94-142) and the Career Education Act (Sections 402 and 406 of the Education Amendments of 1974, to Public Law 93-380) for over 200 public school teachers and counselors in the West Kentucky area as evidenced by attendance rolls, in-service course descriptions and agendas, etc. on file in the Project

Director's office. These training sessions will include a summer institute for teachers and counselors offered in cooperation with the Kentucky Department of Education, workshops for home economics and early childhood teachers regarding career education for students with special needs, and a course credit institute for teachers interested in using the newspaper as a vehicle for infusing career education into on-going public school curricula.

Activity #1: Early Childhood Conference

Date: April 15, 1978

An early childhood conference, "Enhancing the Self-Concept of Normal and Handicapped Young Children Through Career Education Experiences," was held at Murray State University on April 15, 1978. There were approximately 45 persons in attendance. This audience was comprised of early childhood educators from the West Kentucky area. Included in this number were Head Start teachers, kindergarten teachers, nursery school teachers, and preschool program teachers.

As reflected in the title and content of the program, the purpose of the conference was to expose these early childhood educators to the concepts of career education and demonstrate how career education could be used to enhance the self-concept of the children they worked with. While there was a special emphasis on career education and self-concept, the program was more broad in nature and attempted to relate career education to the intellectual, emotional, social, and physical development of young children. In addition, a theme that ran throughout the conference was that career education experiences were appropriate not only for the so-called "normal" child, but for the handicapped youngster as well. It was hoped that these educators would view career education as a viable approach that they could apply to their own programs.

The conference sessions included Music Happening (a medley of songs to demonstrate singing as a self-awareness activity), Career Education--

A Way to Develop the Self-Concept of Young Children; The Exceptional Child is in Your Classroom--Now What?; A Time for All Seasons/Activities for Three and Four Year Olds; The Handicapped Preschooler in Your Class--Career Education Activities to Help You Meet Their Needs; Conversations with Ella Jenkins; The Workbench Way of Teaching Young Children About Career Education; Discipline: A Positive Approach; Development of the Whole Child--Career Education Activities Can Help You Relate Emotional, Social, Physical, and Intellectual Abilities; Career Awareness and Television: Exploring Applications of Television as a Source of Curriculum in Career Education; What Will Harold or Susie Be?; Kentucky's Experience with the Association for the Education of Young Children; and Enhancing the Self-Concept of Children.

The following out-of-state consultants were utilized as leaders of sessions: Dr. Lee Hoover, John Carroll University; Ella Jenkins, International Consultant, Song Writer and Performer in Early Childhood Education; Dr. Lorella McKinney, Senior Research Specialist and Project Director, The National Center for Research in Vocational Education, Ohio State University; Dr. Sanford Reichart, Case Western Reserve University. Also presenting at the conference were Dr. Ann Campbell, Special Education; Ann Carr, Child Studies; Dr. Wendel Jordan, Industrial Arts Education; Sandra May, Director, Murray Head Start; Dr. Steve Shechtman, Child Studies; June Smith, Child Studies; Judy Whitten, teacher, Murray Head Start; Bernice Speiser, Coordinator, Early Childhood Programs, Jefferson Community College.

Activity #2 : Home Economics Conference

Date: June 15, 1978

The Home Economics Conference, "Home Economics: Preparing the Special Needs Learner for Life," was jointly sponsored by the Department of

Home Economics and the project. This conference was attended by 52 public school home economics teachers from the West Kentucky area and several of the MSU faculty.

This conference had two major objectives. The first was to provide participants with an understanding of the special needs learner. This aspect of the conference focused on an understanding of the definition of handicapping conditions, the characteristics of the handicapped learner, and the recent bystation for the handicapped. The second major objective was to expose this group to teaching strategies they could use with the Special Needs Learner. This basically focused on appraising the skills they already had and encouraging flexibility so they could be extended to the Special Needs Learner.

The presenters for this conference were all faculty from the College of Human Development and Learning, including several participating Career Education/Handicapped faculty. Two major presentations were given. These were: "SPecial Needs People: Who Are They? What Can They Do?" by Dr. Allan Beane, CE/H Project Staff, and "Expanding Life-Style Options for the Handicapped: What Can I Do?" by Dr. Ann Campbell, Department of Special Education. Eight interest sessions were also conducted as part of this conference and included the followmng: "Sensitivity Toward Special Needs People," by Dr. Ralph Hausman, Special Education; "PL 94-142, Education of All Handicapped Children's Act--What It Means for the Home Economics Teacher," by Dr. Tom McKnight, Special Education; "A Day in the Life of Bonnie Consolo," by George Cheponis, Division of Rehabilitation; "Dialogue with Special Needs People, by Dr. Tom Woods, Special Education; "Classroom Group Techniques for Social Skills Competencies," by Dr. Tom Holcomb, Counseling and Guidance; "Creative Problem Solving for You, the Home Economics Teacher," by Dr. Glen

Hendren, Division of Rehabilitation; "You Can Do it Too," by Dr. Doris Conner, Special Education; "Home Economics for the Special Needs Students in Western Kentucky," by Faye Davis, teacher, Mayfield, Kentucky, High School.

Activity #3: Newspaper in the Classroom Workshop

Date: June 19-28, 1978

A Newspaper in the Classroom Workshop was offered for 45 area school teachers. This workshop was offered through the Center for Innovation and Development and the Department of Instruction and Learning. One of the project staff, Dr. William M. O'Toole, made one of the workshop presentations. It dealt with the use of the newspaper as a career education resource.

Activity #4: Career Education Workshop

Date: July 5-14, 1978

The career education workshop was viewed as one of the central activities conducted during the FY 77 project. The workshop was used (1) as a vehicle to refine an in-service training model and process to be used in the FY 78 project, and (2) to establish contact with a group of local public school educators who could serve as the nucleus of a cadre for career education efforts in the area.

The workshop was attended by 37 local area teachers and two MSU faculty participants from the CE/H project. The workshop had four major objectives. The first objective was to create a cohesive work group through human relations experiences. The second objective was to provide an integrated understanding and knowledge of the basic career education processes. The third objective was to provide an orientation to the awareness and need of career education for the handicapped. And finally, the lsst objective

was to create a sequential curriculum design based on the Kentucky Career Education Law for career education efforts within the school or system of the participants involved.

The content and structure of this workshop were such that the participants were taught using a career education approach. In brief, this involved exposing the teachers to a progressive sequence of experiential activities consistent with a career education approach. At the same time, the more traditional classroom approach of lectures or formal presentations were kept at a minimum. The philosophy was one of teaching by doing. The above efforts were geared to the production of high quality career education instructional modules which could be used by the participants in their respective classes. These modules would also serve as the basis of a resource center through which instructional materials could be made available to local area teachers. In fact, this aim was accomplished.

The basic training model that was employed was refined for use in this workshop by Mr. Bob Ruoff, original author of the package and Dr. William O'Toole, CE/H staff. They were assisted in implementation efforts by Dr. Allan Beane.

Process Objective #4a

During March 1978, the Project Directors and the Curriculum Infusion Specialists will conduct an intensive workshop in infusing career education into programs for handicapped children with an academic orientation for the faculty and practicum students participating in the Center for Innovation and Development Mini-University Project as evidenced by workshop agendas, participant list, workshop evaluation report, etc., being on file in the Project Director's office.

Process Objective #4b

During the Spring Semester, 1978 (after the March 25 workshop), the faculty and practicum students participating in the Murray State University Mini-University Project will implement the Career Education/Handicapped Units (as developed in the workshop) as evidenced by progress reports being

developed by the faculty members and practicum students and submitted to the Project Directors and by detailed lesson plans or instructional observations by the Project Directors and the Curriculum Infusion Specialists.

Activity #1: Mini-University Orientation

Date: March 8, 1978

A presentation was made in a graduate education class to introduce the Mini-University program and the career education aspect of it. Possible Mini-University class offerings and teaching strategies to infuse career education into it were discussed.

Activity #2: Mini-University Supervision

Date March 10, 1978--May 9, 1978

Twenty-six hours of supervision were given to two undergraduate special education majors who were team-teaching in the Mini-University program.

Activity #3: Mini-University Luncheon

Date: April 11, 1978

A luncheon for the Mini-University instructors was conducted for the purpose of introducing them to career education. Examples were given by CE/H faculty participants of how they intended to infuse career education into their Mini-University classes. The instructors then worked in small groups to determine what aspect of career education they would be able to infuse into their Mini-University classes and completed a form indicating the strategies and resources they would use.

Activity #4: Mini-University Program

Date: April 3, 1978--May 5, 1978

Mini-University was an educational program which provided a variety of experiences for young students (elementary level) not typically available to them in their own school programs. On its most basic level, students enrolled in the Murray Public Schools came to Murray State University to take classes. These students signed up for courses which utilize the expertise and interest of the university faculty. By coming to the university, these young students are able to take advantage of university facilities and resources. Merely by coming to the university, these youngsters are being exposed to an environment that many individuals never see until they go to college--a good learning experience in itself.

Mini-University was originally established during the 1976-1977 academic year, operated by the Center for Innovation and Development, and was again conducted during 1978 under the auspices of the Career Education/ Handicapped Project. It was felt that Mini-University would be a good vehicle to allow faculty participating in the project to experiment with career education in Mini-University and to provide a field-based "career education" experience for their own students. It was believed that the addition of this aspect would help to strengthen the program. Not only would the original aims be met, but an exciting new dimension would be included. Each instructor was asked, if possible, to infuse some aspect of career education as defined by the Kentucky Career Education Act.

Courses focus on both specialized areas of knowledge (Economics, Art Appreciation, etc.) and self awareness/affective areas. By offering such courses, it is assumed that the student is opening up new areas of interest and skills or enhancing those areas which already provide some satisfaction. Within these classes, an emphasis is placed upon meeting the unique needs of each learner. Each instructor strives to provide the maximal learning conditions for these young students. Those classes

which were actually conducted during the 1978 program included: Economics for Children; Dealing With My Own Behavior; Learning Through Career Education Games; Understanding Our Feelings; Drama for Third and Fourth Graders; Me and My Special Friend--Discovery Activities; Learning to Become the Person You Always Wanted to Be; Speed Reading; "Lots of Knots" Macrame; Science Activities; Understanding Art--The Museum Experience; Food, Nutrition, and Meal Planning; Music Explorations; and Cooking. These classes were offered on the basis of a comprehensive career education needs assessment administered to all students prior to the initiation of the 1978 program.

Arrangements were made so that all 233 third and fourth graders in the Murray City Public Schools could participate if they desired. The actual number who eventually enrolled for the classes was 140, or 60% of the possible number. Since Mini-University was in part an after-school-hour project, transportation difficulties was the principle reason for not being able to attend Mini-University.

Process Objective #5a

By February 18, 1978, the Project Directors and the Curriculum Infusion Specialists will conduct four intensive training sessions in infusing career education into programs for handicapped children with a non-academic orientation for the faculty and practicum students participating in the Center for Innovation and Development Special Recreation Skills Development Program as evidenced by workshop agendas, participant list, workshop evaluation report, etc., being on file in the Project Director's office.

Process Objective #5b

During the Spring Semester, 1978 (after the training sessions), the faculty and practicum students participating in the Center for Innovation and Development Special Recreation Skills Development Program will implement the Career Education/Handicapped Units (as developed in the training sessions) as evidenced by progress reports being developed by the faculty members and practicum students and submitted to the Prooject Directors and the Curriculum Infusion Specialists.

Activity #1: In-Service Training Workshop for the Special Recreation Program

Dates: February 14, 16, 21, 23, 1978.

Four workshops were conducted for 23 MSU students participating in the Special Recreation Project. MSU students represented five departments: Special Education, Social Work, Rehabilitation, Recreation and Physical Education, and Mathematics.

Faculty from five departments provided the in-service training: Special Education, Recreation and Physical Education, Child Studies, Guidance and Counseling, and the Center for Innovation and Development.

With Career Education being the theme of the sessions, the topics included: Description of the Program: What is Recreation?; Goals and Objectives of Recreation for the Handicapped; Characteristics and Teaching Strategies; Motivation and Behavior Management: Safety; Principles of Motor-Perceptual Equipment; Family Involvement; Evaluation and Planning; and Simulation of Activities.

Activity #2: Special Recreation Skills Development Program

Dates: February 28 - April 27, 1978

The Special Recreational Skills Development Project was designed to meet career education needs of public school students. Twenty-three MSU students comprised the saff for this project. An interdisciplinary team of two students work together to assess needs and plan an individualized recreational program for each student.

The interdisciplinary team concept allows students to work with a child and his parents on a long-range, individualized basis. Students from varying curricula are encouraged to share their unique perspectives in planning and implementing those experiences most likely to further the emotional, social, physical, and intellectual growth of the special needs learner. Each university student team works with a public school student

in one of six recreational skill areas. Each student moves through skill stations designed to facilitate the growth of the whole individual. University students assist public school students in relating each recreation station to career, social, emotional, and intellectual development.

Program objectives are established to educate the university student to meet the career education goals of special needs learners. As professionals they learn to:

1. utilize all possible resources in educating special needs learners.
2. understand the role of leisure and recreational activities in developing the whole student.
3. understand the needs and abilities of individuals with motor problems.

Process Objective #6

By February 28, 1978, the Project Directors and Curriculum Infusion Specialists will develop and organize a Career Education/Handicapped Library to be available to faculty, public school personnel, and students participating in project activities. Dissemination will also occur through the project newsletter, advisory board member presentations and contacts, and project staff journal publications and presentations at regional, state and national conferences.

Activity #1: Career Education Resource Center

Date: Spring Semester, 1978

During this period, plans have been made for the organization of materials. Materials already available through the Kentucky Department of Education have been incorporated into this developmental system. Searches have been conducted to determine the kind of materials which should be secured to house as resources. The modules developed in the Career Education Workshop have been included and plans for a method of dissemination are in the process of being formulated. All material developed by the project staff is also housed in the resource center.

Conclusion

This chapter has described the major accomplishments during this report period. It should be noted that the project has brought about many positive unspecified changes in the Murray State University community.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI-CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)							25				
MIDDLE/JUNIOR HIGH (7-9)						160					
SENIOR HIGH (10-12)											
2-YEAR COLLEGE											
4-YEAR COLLEGE						38					
ADULTS (non-matriculated)											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS						130					
COUNSELORS											
ADMINISTRATORS											
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY						5					
PARENTS						40					
OTHER (specify)											
TOTAL											

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* A total of 55 University faculty and other project participants are listed on pp. 37-39, Section II - "Project Participants"

CHAPTER II

PROJECT PARTICIPANTS

Introduction

The following chapter is divided into four parts: (1) University faculty; (2) public school faculty; (3) Murray State University students; and (4) external resource consultants. Participants from each of these division played an important part in making a successful year for the Career Education/Handicapped Project. The four sections are a listing of all persons involved in the project, their location and their position.

The section on University faculty is divided into project participants and activity participants in order to show the differing degrees of involvement on the part of university faculty. Project participants are those faculty from the College of Human Development and Learning initially identified as target professionals towards whom the main focus of the project was directed. Activity participants are university-wide faculty members who have had some degree of participation in project activities.

The second section of the chapter is devoted to public school faculty. It is divided into project participants and activity participants. Project participants were involved to a greater extent as they developed modules during workshops conducted by the project staff. Activity participants attended workshops which were conducted by the project. Murray State University students who were involved are listed in the next section by total number from each department and area of involvement. External Resource Consultants comprise the last section and are those who made presentations and who served in a consulting capacity.

I. Murray State University Faculty

A. Project Participants - A select group of Murray State University faculty who were identified for participation in Process Objectives Numbers 1 and 2. These participants were the focal point of the project, but also may have been involved in other related activities.

1. Jody Anderson - Learning Center Director - Assistant Professor of Special Education
2. Wallace Baggett - Division of Social Work - Director/Associate Professor
3. Bill Batsell - Department of Psychology - Assistant Professor
4. Lewis Bossing - Department of Instruction and Learning - Associate Professor - Elementary Education Coordinator
5. Evelyn Bradley - Department of Psychology - Associate Professor
6. James Carlin - Department of Special Education - Professor
7. George Cheponis - Department of Professional Studies - Assistant Professor
8. Linda Clark - Department of Nursing - Associate Professor
9. Franklin Fitch - Department of Instruction and Learning - Professor
10. Sondra Ford - Department of Instruction and Learning - Assistant Professor
11. Jeanette Furches - Department of Nursing - Assistant Professor
12. Bailey Gore - Department of Recreation and Physical Education - Associate Professor
13. Ralph Hausman - Department of Special Education - Associate Professor
14. Glen Hendren - Department of Professional Studies - Assistant Professor - Coordinator of Rehabilitation
15. Thomas Holcomb - Department of Professional Studies - Associate Professor
16. Ben Humphreys - Department of Professional Studies - Chairman/Professor
17. Peggy Pack Hunter - Department of Special Education - Instructor

18. Margie Kalisz - Department of Nursing - Assistant Professor

19. Barbara Keel - Peabody University Intern in Higher Education

20. Alice Koenecke - Department of Home Economics - Chairman/

21. Lowell Latto - Department of Professional Studies - Assistant Professor

22. Mary Lawson - Department of Home Economics - Instructor

23. David Lusk - Assistant Dean of College of Human Development and Learning

24. Bobby Malone - Department of Instruction and Learning - Associate Professor

25. Charles May - Department of Child Studies - Chairman/Associate Professor

26. Thomas McKnight - Department of Special Education - Assistant Professor

27. Ray Moore - Department of Instruction & Learning - Associate Professor

28. Garth Petrie - Department of Instruction and Learning - Associate Professor

29. Pete Ryan - Department of Professional Studies - Director of Administration and Supervision - Professor

30. Don Sandness - Department of Special Education - Assistant Professor

31. Steve Shechtman - Department of Child Studies - Assistant Professor

32. Vernon Shown - Department of Instruction and Learning - Associate Professor

33. Chad Stewart - Department of Recreation and Physical Education - Chairman/Professor.

34. John Taylor - Department of Instruction and Learning - Chairman/ Professor

35. Charles Tolley - Department of Professional Studies - Associate Professor

36. James Victor - Department of Special Education - Associate Professor

37. Pauline Waggener - Department of Home Economics - Associate Professor

38. Yancy Watkins - Department of Special Education - Professor

39. Wayne Williams - Department of Instruction and Learning - Associate Professor

40. James Willis - Department of Professional Studies - Associate Professor

B. Activity Participants - Murray State University faculty who were not members of the select group, but who were involved in activities related to the project.

1. Alma Ann Campbell - Department of Special Education - Assistant Professor

2. Lochie Christopher - Center for Innovation and Development

3. Irma Collins - Department of Music - Assistant Professor

4. Doris Conner - Department of Special Education - Assistant Professor

5. Sally Du Ford - Department of Home Economics - Instructor

6. Brenda Hankinson - Department of Home Economics - Assistant Professor

7. Dan Harrison - Department of Economics - Assistant Professor

8. Terry Lee - Department of Recreation and Physical Education - Associate Professor

9. Jacob Postma - Department of Instruction and Learning - TV Production

10. William Price - Department of Instruction and Learning - Associate Professor

11. Dan Roberts - Information and Public Services - Chief Engineer TV Station - Instructor of Radio-TV

12. Tom Simmons - Department of Recreation and Physical Education - Athletic Trainer - Instructor

13. James Stickler - Department of Art - Assistant Professor

14. Lu Ann Wilkerson - Director of Teacher Center

15. Tom Wood - Department of Special Education - Assistant Professor - Associate Director CID

II. Public School Faculty

A. Project Participants - Public school personnel who attended intense sessions to develop expertise in Career Education curricula to serve as a catalyst in their school. They all developed career education modules to be used in their classrooms.

1. Abell, Mary O. - Lone Oak High School, College Ave, Paducah, KY
2. Adams, Jennie - Sedalia High School, Sedalia, KY
3. Beck, Joyce - 104 Mockingbird Lane, Mayfield, KY
4. Berry, Carolyn, Route #1, LaCenter, KY
5. Brown, Marilyn - 302 Heritage Lane, Mayfield, KY
6. Cope, Theresa, Route #1, Symsonia, KY
7. Cothran, Jane - Southwest Calloway Elementary School, 2201 Edinborough Drive, Murray, KY
8. Cunningham, Randa - 1100 Berkshire Court, Murray, KY
9. Freeman, Nelda - 4110 Cleary Drive, Paducah, KY
10. Gibson, Mary Etta - Route #1, Box 45, Wickliffe, KY
11. Greer, Kay - Route #1, Box 244, Kirksey, KY
12. Haley, Carolyn - Route #1, Benton, KY
13. Hargrove, Sandra, Route #2, Mayfield, KY
14. Harman, Carol - Livingston Central High, Burna, KY
15. Higdon, Carol - Route #2, Fancy Farm, KY
16. Higgs, Edith - Route #1, Arlington, KY
17. Hobbs, Betty - Route #1, Cunningham, KY
18. Hough, Mary - 2979 Harrison, Apt. #7, Paducah, KY
19. Jackson, Sue - Broadway Elementary School, Providence, KY
20. Jackson, Lana - Route #4, Mayfield, KY
21. Johnston, Cyndy - P.O. Box 858, Calvert City, KY
22. Kelley, Evon, 1506 Beckett, Murray, KY
23. Levan, Mary Lou - 806 Main St., Benton, KY

24. Levan, T.F., 806 Main St., Benton, KY

25. Ligon, Nona, Route #4, Bardwell, KY

26. Long, James, Route #1, Hickory, KY

27. Moyers, Vickie, Box 604, Wickliffe, KY

28. Riley, Nancy, Symsonia High School, Symsonia, KY

29. Sydboten, Pat, Route #2, LaCenter, KY

30. Thompson, Norma, Benton Elementary School, Benton, KY

31. Thompson, Phyllis, Route #1, Fancy Farm, KY

32. Towery, Ruby, Sedalia High School, Sedalia, KY

33. Knoth, Nita, Route #7, Benton, KY

34. Whitmer, Sue, 402 Sylvan Terrace, Hopkinsville, KY

35. Wilson, Karen, Washington Elementary School, Mayfield, KY

36. Wyatt, Linda, Route #1, Symsonia, KY

B. Activity Participants: Public school personnel who attended conferences which were coordinated through the career education project.

1. Home Economics Conference - 54 teachers from 24 school systems.

2. Early Childhood Conference - 45 teachers from 20 school systems.

III. Murray State University Students

A. Special Recreation - 23 students, 17 from Special Education, 3 from Recreation and Physical Education, 2 from Social Work, and one from Mathematics. There were 13 classes and 8 workshops.

B. Mini-University - 15 students, 12 from Special Education and three from Instruction and Learning. There were eight meetings.

IV. External Resource Consultants

A. Made Presentations

1. Dorothy Alexander, State Department of Education, Coordinator of Career Education, Frankfort, KY.

2. Judy Bale, Mayfield School System, Elementary Teacher, Mayfleid, KY.

3. Ben Helen Burkeen, Trigg County Schools, Elementary Counselor, Cadiz, KY.

4. Jerry Cruse, Lone Oak Middle School, Junior High School, Lone Oak, KY.

5. Faye Davis, Mayfield High School, Home Economics Teacher, Mayfield, KY.

6. Angela Faherty, University of Missouri, Project PRICE, Columbia, Missouri.

7. Dr. Lee Hoover, Professor of Education, Department of Education, John Carroll University, Cleveland, Ohio.

8. Ella Jenkins, International Consultant, Songwriter and Performer in Early Childhood Education,

9. Charles McDowell, Executive Director of the Bureau for the Blind, Frankfort, KY.

10. Dr. Corella McKinney, senior Research Specialist and Project Director, the National Center for Research in Vocational Education, Ohio State University, Columbus, Ohio.

11. Martha Price, Henry County Schools, Coordinator of Special Education, Paris, TN.

12. Dr. Sanford Reichart, Professor of Education, Case Western Reserve University, Cleveland, Ohio.

13. Robert Ruoff, Area Consultant, State Department of Education, Paducah, KY.

14. Dr. Chuck Ryan, University of Maine Career Education Project, Orono, Maine.

15. Dr. Don Rye, Director of Project Celit, University of Arkansas, Fayetteville, AR.

16. Sue Smith, Reidland High School, McCracken County Schools, Secondary Teacher, Reidland, KY.

17. Bernice Speiser, Coordinator, Early Childhood Programs, Jefferson Community College, Louisville, KY

18. Sue Warmuth, Mayfield City Schools, Elementary Counselor, Mayfield, KY.

19. Linda West, University of Missouri, Project PRICE, Columbia, Missouri.

20. Judy White, Bowling Green School System, Career Education Coordinator, Bowling Green, KY.

B. Served as Consultants

1. Mrs. Rex Alexander, Community Leader in Handicapped Activities, Murray, KY

2. Mrs. G.T. Lilly, Home Economics Teacher, Murray High School, Murray, KY.

3. Dr. Roland Nelson, Organizational Development Consultant, Greensborough, North Carolina.

4. Clarice Norsworthy, Parent of handicapped student and member of the Calloway Association for Retarded Citizens, Murray, KY.

5. Steve Norsworthy, student in Multiple Handicapped class, in Calloway County, Murray, KY.

6. Jan Willett, Field Counselor for the Bureau of the Blind, Paducah, KY.

Conclusion

In summary, the listing of participants above is designed to enhance the reader's estimation of the scope of the project. There were many who were supportive of the project, but the people listed in this chapter directly participated in the project and were affected by it.

CHAPTER III

EVALUATION

To evaluate the Career Education/Handicapped program, each process objective is stated with the accompanying activities. Then the evaluation of each activity is presented and discussed.

Process Objective #1

By November 19, 1977, the Project Directors, Curriculum Infusion Specialists, and external consultants will conduct a two-day workshop regarding infusion of career education and PL 94-142 concepts into existing college curriculum for selected faculty (e.g., representatives from each department in the College of Human Developnent and Learning) as evidenced by workshop agenda, participant list, participant pre-tests, workshop evaluation report, and clusters of individual faculty objectives being on file in the Project Director's office.

To meet the requirements of Process Objective #1, the Career Education/Handicapped staff conducted a two-day retreat conference in November 1977. This conference was attended by 30 faculty members from the College of Human Development and Learning, representing all the departments of the college. (This list of conferees is in the Project Director's office.)

This conference included seven activities timed toward maximizing rapport and consensus of the working group.

The November conference was evaluated for utility and for quality by a utility and quality check sheet completed by the participants at the end of the conference (see Tables I and II). Also, five pertinent statements were made about the effectiveness of the conference and the conferees

were asked to complete the statements. These five statements were:

1. The highlight(s) of this workshop was (were) . . .
2. Changes I would make, or content sessions I would delete or add, in planning this workshop are . . .
3. The area(s) covered in this workshop, in which I feel I have greatest competency is (are) . . .
4. The area(s) in which I feel I still need more training is (are) . . .
5. Ways in which the Career Education Project Staff can best help me in my infusion efforts are . . .

The conferees' responses are filed in the Director's office.

TABLE I

NOVEMBER 1977 CAREER EDUCATION CONFERENCE EVALUATION

Utility of Activities

Activity	Total* N	Ratings 1	2	3	Average
Values Clarification Exercises	20	3	11	6	2.2
Career Education Presentation	19	2	14	3	2.1
Look at the Special Child Presentation	18	3	11	4	2.1
Career Ed Delivery Systems Presentation	16	4	7	5	2.1
Staff Development Activities	16	2	3	11	2.6
Career Ed for Handicapped Presentation	18	1	6	11	2.6
Project Goals and Objectives Activity	19	-	4	15	2.8

NOTE: 1 = below average
2 = average
3 = above average

*While 30 faculty members attended the conference, 18-20 were there for the entire conference and attended each part. Consequently, less than 30 completed the evaluation form.

TABLE II

NOVEMBER 1977 CAREER EDUCATION CONFERENCE EVALUATION

Quality of Activities

Activity	Total* N	Ratings 1	2	3	Average
Values Clarification Exercises	21	3	12	6	2.1
Career Education Presentation	19	-	16	3	2.2
Look at the Special Child Presentation	19	1	10	8	2.4
Career Ed Delivery Systems Presentation	16	4	9	3	1.9
Staff Development Activity	18	1	7	10	2.5
Career Ed for Handicapped Presentation	21	2	7	12	2.5
Project Goals and Objectives Activity	20	-	7	13	2.7

NOTE: 1 = below average
2 = average
3 = above average

* The N under the total varies some respondents omitted some items.

While the collective responses of the conferees are above average for the utility and quality of the seven activities of the conference, the staff would have desired more positive response. The staff was new and had had only minimal time to plan. The responses in Tables I and II do indicate that the purposes of the conference were actualized, but perhaps mot maximized.

Process Objective #2a

By January 30, 1978, the Project Directors and the Curriculum Infusion Specialists, in cooperation with participating faculty, will conduct planning sessions regarding implementation of career education for the handicapped objectives developed during the two-day faculty workshop. These sessions will involve clustering of individually-determined faculty objectives and subsequently planned activities. Planning processes will include use of the Management Information Systems (re: faculty and other college resources, student learning needs, community resources and needs, and interrelated data regarding potential faculty resource release which includes representatives from education, business, and industry, and potential college student employers.

Process Objective #2b

During the Spring and Summer Semesters of 1978, participating faculty will implement the career education for the handicapped activities developed in the planning sessions. Faculty dissemination of modules developed and implemented and successful practices will be an on-going process via Sandwich Seminars for faculty and students, internal circulation of the Project Newsletter, etc.

These two process objectives were completed by six activities and several sub-activities extending over 11 months. The first five activities and sub-activities are evaluated empirically from the data in the Director's office with some included in the appendix to this report. This empirical data includes clusters of faculty objectives, resource materials developed by faculty and faculty developed infusion modules. (See Chapter I for a chronological and anecdotal presentation of these activities.)

Activity #6 of these two process objectives was another retreat conference similar to the first November conference. This conference culminated the activities of Process Objective #2a and 2b and was held in October 1978.

To evaluate the effectiveness of the October conference, a pre-post test was administered to determine what changes the conference may have brought about both in knowledge of the participants about career education/handicapped and in attitudes of the participants as related to career education/handicapped.

The test for knowledge consisted of 25 questions about career education/handicapped with content validity determined by experts. The test for attitude was 15 attitude statements about career education with an opportunity for the participants to express the degree of their agreement or lack of agreement about each statement.

The October conference was comprised of 19 faculty participants. Career education program staff, conference presentors and visitors made an additional 17 persons at differing times. The pre-post test was administered to the 19 faculty participants only. Of the 19 faculty participants it was determined that 17 had participated in the complete conference program and had taken both the pretest and the post-test. Therefore the N for the results is 17 and not 19. The results are presented in the following tables:

TABLE III

OCTOBER 1978 CAREER EDUCATION CONFERENCE - EVALUATION

	Pre-Test	Post-Test	t
Mean	13.76	16.94	2.29*
Standard Deviation	4.35	3.44	
Range	5.20	8.22	

* Significant at .05p

TABLE IV

OCTOBER 1978 CAREER EDUCATION CONFERENCE - EVALUATION

	Pre-Test	Post-Test	t
Mean	42.94	58.17	3.81*
Standard Deviation	15.29	4.8	
Range	31-60	47-65	

* Significant at .01p

The t score for both the knowledge tests and the attitude tests demonstrated a significant positive change in the participants. However, another important factor in determining the conference effectiveness is the significant movement of variance. The low variance (SD) in the post-test as compared to the pretest can be interpreted to mean a movement toward consensus among the participants as to both the meaning of career education and as to attitude about the purpose and implementation of career education.

The closeted and totality aspects of the conference (participants were fed and housed at the conference site and required to attend the complete conference) leaves no room for doubt that the measured changes within the participants was caused by the conference. Extraneous variables can be discounted.

The significant results of the conference are evident and are explained by the intense planning sessions of the staff because they wished to improve over the previous conference.

Process Objective #3

During the Spring and Summer Semesters of 1978, the Project Directors and the Curriculum Infusion Specialists, in cooperation with participating faculty, will conduct special training sessions in developing and implementing career education concepts in existing public school curriculum and infusing these concepts into curricula for educators preparing to implement the Education for All Handicapped Children Act (PL 94-142) and the Career Education Act (Sections 402 and 406 of the Educational Amendments of 1974, to PL 93-380) for over 200 public school teachers and counselors in the West Kentucky area as evidenced by attendance rolls, in-service course descriptions and agendas, etc. on file in the Project Director's office. These training sessions will include a summer institute for teachers and counselors offered in cooperation with the Kentucky Department of Education, workshops for home economics and early childhood teachers regarding career education for students with special needs, and a course credit institute for teachers interested in using the newspaper as a vehicle for infusing career education into ongoing public school curricula.

For Process Objective #3 there were four activities:

1. Early Childhood Conference
2. Home Economics Conference
3. Newspaper in the Classroom Workshop
4. Career Education Workshop

1. The Early Childhood Conference was evaluated by the conferees as to quality. Please see quality check form below. The results are presented in Table V.

The averages in Table V demonstrate that the overall objective of the conference were easily met

QUALITY CHECK FORM

DIRECTIONS: Read each item carefully and give your honest reactions to the mentioned concept. Please check one of the possible responses given for each item.

THIS CONFERENCE WAS:

1. (__excellent; __good; __average; __fair; __poor) in its organization and scheduling of workshops.

2. (__excellent; __good; __average; __fair; __poor) in explaining the basic concepts of career education.

3. (__excellent; __good; __average; __fair; __poor) in identifying ways of working with handicapped youngsters.

4. (__excellent; __good; __average; __fair; __poor) in identifying ways of enhancing self-concept.

5. (__excellent; __good; __average; __fair; __poor) in regard to using appropriate materials and with activities which facilitate the learning process.

THE CONFERENCE WAS:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6. Relevant					
7. Clear					
8. Practical					
9. Interesting					
10. Excellent					

TABLE V

Participants' Responses by Item to the Conference Evaluation Instrument

Item	Ratings 5	4	3	2	1	Average
1	16	14	5	2	-	4.18
2	8	19	9	1	-	3.91
3	10	15	8	2	1	3.86
4	13	19	5	-	-	4.21
5	16	13	6	1	-	4.22
6	12	24	-	-	-	4.33
7	11	22	2	-	-	4.25
8	12	21	2	-	-	4.28
9	12	22	1	-	-	4.31
10	11	21	1	-	-	4.30

2. The Home Economics Conference was a one-day conference. It had one lead session in the morning with four follow sessions and one lead session in the afternoon with four follow sessions. All of these sessions were evaluated as to utility and quality by the conferees (see Tables VI and VII).

The titles of the sessions are listed below:

I. SPECIAL NEEDS PEOPLE: WHO ARE THEY? WHAT CAN THEY DO?

1. Sensitivity Toward Special Needs People
2. PL 94-142, Education of All Handicapped Children's Act--What It Means for the Home Economics Teacher
3. "A Day in the Life of Bonnie Consolo" (film presentation)
4. Dialogue With Special Needs People

II. EXPANDING LIFE-STYLE OPTIONS FOR THE HANDICAPPED: WHAT CAN I DO?

5. Classroom Group Techniques for Social Skills Competencies
6. Creative Problem Solving for You, the Home Economics Teacher
7. You Can Do It Too!
8. Home Economics for the Special Needs Student in Western Kentucky

Tables VI and VII's results demonstrate a high achievement level of the sessions as perceived by the participants in the conference.

TABLE VI

HOME ECONOMICS CONFERENCE EVALUATION

Utility of Presentations

Presentation	Total No. Responding	Ratings 3	2	1	Average
Special Needs People: Who Are They? What Can They Do?	14	11	3	-	2.79
Session #1	11	6	4	1	2.45
Session #2	12	7	5	-	2.58
Session #3	14	7	7	-	2.50
Session #4	7	4	3	-	2.57
Expanding Life-Style Options For The Handicapped: What Can I Do?	13	8	5	-	2.62
Session #5	11	4	7	-	2.36
Session #6	11	9	2	-	2.82
Session #7	11	9	2	-	2.82
Session #8	9	6	3	-	2.67

NOTE: 3 = above average
2 = average
1 = below average

TABLE VII

HOME ECONOMICS CONFERENCE EVALUATION

Quality of Presentations

Presentation	Total No. Responding	Ratings 3	2	1	Average
Special Needs People: Who Are They? What Can They Do?	17	15	2	-	2.88
Session #1	11	8	2	1	2.63
Session #2	12	7	5	-	2.58
Session #3	15	12	3	-	2.80
Session #4	7	5	2	-	2.71
Expanding Life-Style Options For The Handicapped: What Can I Do?	14	10	4	-	2.71
Session #5	12	8	4	-	2.66
Session #6	11	11	-	-	3.00
Session #7	12	10	2	-	2.83
Session #8	9	7	2	-	2.77

NOTE: 3 = above average
2 = average
1 = below average

3. The Newspaper in the Classroom Workshop is being evaluated by a longitudinal study to determine if the knowledge gained in the workshop will be utilized in the public school classroom by the participants. The results at this writing are undetermined.

4. The Career Education Workshop was evaluated with a pre- and post-test design.

The participants were administered a 55-item test on knowledge of career education at the outset of the workshop and again at its conclusion (see Table VIII).

TABLE VIII

CAREER EDUCATION WORKSHOP

Test Results

Pre-Test $\bar{X}$	18.806
Post-Test $\bar{X}$	26.445
t	5.88

The t-score shown in this table is significant at the .001 level, leaving no doubt as to the effectiveness of the conference.

Process Objective #4a

During March 1978, the Project Directors and the Curriculum Infusion Specialists will conduct an intensive workshop in infusing career education into programs for handicapped children with an academic orientation for the faculty and practicum students participating in the Center for Innovation and Development Mini-University Project as evidenced by workshop agendas, participant list, workshop evaluation report, etc. being on file in the Project Director's office.

Process Objective #4b

During the Spring Semester, 1978 (after the March 25 workshop), the faculty and practicum students participating in the Murray State University Mini-University Project will implement the Career Education/ Handicapped Units (as developed in the workshop) as evidenced by progress reports being developed by the faculty members and practicum students and submitted to the Project Directors and by detailed lesson plans or instructional observations by the Project Directors and the Curriculum Infusion Specialists.

These process objectives were accomplished with four activities culminating with Activity #4, the "Mini-University Program."

This activity was evaluated by allowing participants to respond to quality statements. More than 100 third- and fourth-grade students responded.

The items and the students' responses are listed in Figure 1. The responses in Figure 1 show a high degree of acceptance of the Mini-University by the students. Items #7 and #8 with their high positive response are indicative of the other responses.

FIGURE 1.

We are happy that you were able to be part of Mini-University. In order to make Mini-University even better, we would like to know what you thought about it. Please take a few minutes to answer these questions. Your answers are very important to us. Return this to your teacher when you are finished.

1. Please list the name of the class you attended:

_____

2. Did you enjoy coming to this class?

(5) a. not at all
(41) b. sometimes
(64) c. very much

3. Were you able to learn new things from your class?

(5) a. no
(27) b. sometimes
(77) c. yes

4. Were you able to learn new things about yourself?

(39) a. no
(31) b. sometimes
(38) c. yes

5. Some of the things I liked about Mini-University are: (Check one or more)

(36) a. I was able to work with students from different schools.
(68) b. My Mini-University teacher did the kind of things I like.
(53) c. I was able to do new and exciting things.
(64) d. It was interesting and fun being at the university.
(53) e. I was able to be out of my regular class.
(15) f. Other: _____

6. Some of the things I DID NOT LIKE about Mini-University Are: (check one or more)

(20) a. The classes were boring.
(3) b. My Mini-University teacher did not care about me.
(44) c. I was not able to do the type of things I wanted to do.
(14) d. The classes were too long.
(9) e. I did not like leaving my regular class.
(16) f. Other: _____
(66) g. NOTHING WAS BAD.

7. If one of your friends asked you if they should sign up for Mini-University, would you encourage them?

(15) a. no
(22) b. undecided
(71) c. yes

8. Would you sign up for another Mini-University class if it were offered again?

   (21) a. no
   (19) b. undecided
   (68) c. yes

9. Please share any other ideas you have.

Process Objective #5a

By February 18, 1978, the Project Directors and the Curriculum Infusion Specialists will conduct four intensive training sessions in infusing career education into programs for handicapped children with a non-academic orientation for the faculty and practicum students participating in the Center for Innovation and Development Special Recreation Skills Development Program as evidenced by workshop agendas, participant list, workshop evaluation report, etc., being on file in the Project Director's office.

Process Objective #5b

During the Spring Semester, 1978 (after the training sessions), the faculty and practicum students participating in the Center for Innovation and Development Special Recreation Skills Development Program will implement the Career Education/Handicapped Units (as developed in the training sessions) as evidenced by progress reports being developed by the faculty members and practicum students and submitted to the Project Directors and the Curriculum Infusion Specialists.

These objectives were accomplished with two activities, a workshop to train participants for the Special Recreation Program and the Special Recreation Program itself.

The Special Recreation Program was evaluated with a pre-post test design completed by 15 student participants. Due to a communication error, the instrument designed and utilized to measure movement was inappropriate to the design of the program and the results were relatively meaningless.

The students were asked to make an anecdotal evaluation. While this is a cumbersome and often ineffective method, the students' remarks

do show a positive affect toward the program.

These evaluations are in the Director's office.

The second Special Recreation Program is well underway and is being evaluated properly.

Process Objective #6

By February 28, 1978, the Project Directors and Curriculum Infusion Specialists will develop and organize a Career Education/ Handicapped Library to be available to faculty, public school personnel, and students participating in project activities. Dissemination will also occur through the project newsletter, advisory board member presentations and contacts, and project staff journal publications and presentations at regional, state and national conferences.

The Career Education Resource Center has begun. All dissemination material and other materials are placed there.

In conclusion, the Career Education/Handicapped Project at Murray State University is a viable and ongoing venture. The staff is competent and well directed. The project is being recognized across campus as a valuable enterprise and all indications are that this second year will exceed the first in accomplishment.

CHAPTER IV

DISSEMINATION ACTIVITIES

Introduction

Dissemination activities conducted during the 1977-1978 project year are detailed in this section of the project report. These activities include audiences and/or conference presentations, publicity materials, informational materials, and products developed as a result of or in conjunction with project participation. Whenever possible, copies of dissemination materials have been included.

The Murray State University Career Education project is totally unique in that its function is to create an alternative process for the introduction of the infusion method of teaching career education for the handicapped into the public schools. Rather than take a traditional approach to this process (i.e., sending project staff to local school districts to conduct career education in-service), the MSU project is attempting to create total systemic change by introducing teacher educators on the university level to the concepts of infusion of career education for the handicapped. Project staff members have designed activities to educate university faculty in the area of career education with the intention that they will, in turn, implement career education related activities in their teacher education curricula. Necessarily, new and innovative techniques for the creation of faculty interest and development of faculty expertise have been utilized. These fall into the following three areas:

AREA 1 - Activities designed to provide university faculty with the information necessary for implementation of career education for the handicapped on the pre-service level.

AREA 2 - Activities designed to permit university faculty and their students the opportunity for "hands-on" pre-service experiences in infusing career education for the handicapped (e.g., field-test sites).

AREA 3 - Activities coordinated through individual university departments sponsored by the Career Education/Handicapped Project for the purpose of direct career education in-service to public school personnel.

As an outgrowth of these unique processes, dissemination materials have taken on multi-functions. Many of the materials used during the 1977-1978 year assumed one or more of the following functions.

A. Specially designed materials distributed to project and activity participants to aid them in the implementation of Career Education/Handicapped infusion in their individual curricula or areas of expertise.

B. Materials developed as a product or an outgrowth of involvement in a particular activity conducted as a part of Career Education/Handicapped 1977-1978 project year.

C. Materials used for educating the public and interested professionals in the unique processes designed to implement the Murray State University Career Education/Handicapped Project. (Although copies of all materials in Groups A and B have been utilized for this purpose, only totally unique materials are listed in Figure B, under Function C Areas 1, 2, and 3.)

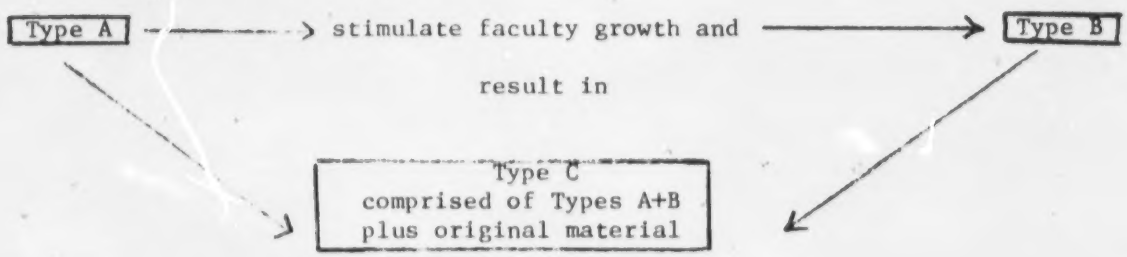

Figure A. Dissemination Materials.

Function/Materials for Dissemination	Materials Related to the Following Areas of Thrust		
	Area 1	Area 2	Area 3
A. To distribute to activity participants to aid them in the implementation of CE/H infusion in their individual curricula or areas of expertise	Items: 2-16, 18, 19, 20, 21-26 29-32, 34-37	Items: 39-43 25, 26	Items: 34, 52-55, 59-61, 25, 26
B. Developed as a product or outgrowth of involvement in a particular activity conducted as a part of the CE/H project year.	Items: 33 (sample abstracts of other modules in Appendix A.)		Items: 49-51 (a total of 38 teacher made modules have been developed.)
C. Used for educating the public and interested professionals to those unique processes designed to implement the MSU CE/H project.	Items: 1, 27, 28 News releases (see Appendix B) Conferences (see Appendix C).	Items: 38, 44, 45-47 (see Appendix B)	Items: 56, 57, 58 News releases (see appendix B).

Figure B. Dissemination materials--function and thrust.

Index of Materials Used for Dissemination Purposes

All items have been numerically indexed and placed under a general heading. The general heading denotes the activity to which any material relates. It should also be noted here that following completion of this report, a general Project Model interrelating all project components will be designed with the express purpose of educating any interested parties in unique project processes.

Following each general heading is a reference to the activities section of this report. Each general heading is coded to the appropriate process and/or performance objective as outlined in that section.

A core of materials was developed to provide direction for Career Education Project participants and staff. The following materials were used for this purpose in conjunction with the Special Recreational Skills Development Program, the Early Childhood Conference, the Home Economics Conference, the Career Education Workshop, and the Fall Faculty Conference (1978). There are listed only once with an asterisk*.

*Kentucky Career Education Goals--based on Kentucky House Bill 70--Career Education Act--as adapted for use in the MSU Career Education/ Handicapped Project.

*Basic Career Education Processes--based on Chapter 5--Resources for an Instructional System--of A Handbook for the Preparation of Educational Personnel in Career Education, by E.J. McCormack, L.J. Pool, and D.V. Tiederman, 1976; as adapted for use in the MSU Career Education/Handicapped Project.

INDEX

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1. Working together to maximize human potential via the Career Education Handicapped Project - conference agenda.

2. Slichenmeyer, Harold L., Special Education. Mount Prospect, Ill.: July, 1968. Adapted for use by Allan Beane, Ph.D.: "Definitions and Common Characteristics of Certain Handicapping Conditions."

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8. Career education and home economics, compiled and adapted from Project PRICE, working papers by William M. O'Toole, Ph.D.

9. Hoyt, K.B. Career education: Contributions to an evolving concept. Adapted and compiled by William M. O'Toole: Career education and the teacher/learner process.

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11. O'Toole, William M. Career education working together to maximize human potential. Compiled and adapted from the writings of Hoyt and Gipshers.

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15. Career Education material of Kentucky Department of Education Materials Center, Frankfort, Kentucky.

16. IMC-RMC News and Network. Teaching exceptional children. Council for Exceptional Children, Vol. 5, #3, Spring 1973, p. 151.

17. Career Education Newsletter, Project Staff.

Clustering Faculty Objectives - Process Objectives 2a, 2b, and Activities 4 & 5.

18. O'Toole, W. & Beane, Allan. Career Education/Handicapped Workshop Clusters, 1977.

19. Diagram, Career Education Infusion Strategies, 1977.

20. Career Education Infusion Strategies, 1977.

Guidelines for Faculty Involvement in Career Education/Handicapped Project Process Objectives 2a, 2b; Activities #4 and #5.

21. Requirements for Participation in Career Education/Handicapped Curriculum Development Group--Project staff.

22. Faculty Module Development--Project Staff.

23. Sample Career Education Log--Project staff.

24. Career Education Log Sheet--Project Staff.

25. *Kentucky Career Education Goals, based on Kentucky House Bill 70, Career Education Act. Adapted for use in the MSU Career Education/Handicapped project.

26. *Basic Career Education Processes, based on Chapter 5, Resources for an institutional system, from A Handbook for the Preparation of Educational Personnel in Career Education, by E.J. McCormack, L.J. Pool, & D.V. Tiederman, 1976. Adapted for use in the MSU Career Education/Handicapped Project.

27. Schedule of Projected Activities and Project Profile for the Career Education Handicapped Project.

1978 Fall Faculty Conference--Process Objectives 2a & 2b; Activity #6.

28. Agenda for Fall Faculty Conference.

29. Zachmanoglou, Maria. Defining Handicapping Conditions. Adapted and compiled from Reynolds & Burch, Teaching Exceptional Children in All America's Schools, 1975; and Smith & Neisworth, The Exceptional Child, 1975.

30. Public Law 94-142, Section 504. Ballar, J., Government Relations Unit, The Council for Exceptional Children.

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32. Model for Instructional Module Development, project staff.

33. Career Education Instructional Module, Dr. Steven Shechtman, Department of Child Studies, Murray State University.

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36. Reynolds, Maynard. Basic issues in restructuring teacher education. To be published in Journal of Teacher Education, November, 1978.

37. Letter of Agreement for Participation in 1978 Career Education/ Handicapped Project.

Special Recreational Skills Development Program--Process Objectives #5a & 5b; Activities #1 & #2.

38. Brochure (presently being revised).

39. Fitness and Conditioning. John F. Kennedy Foundation for the Mentally Retarded.

40. Outline of activities for the 1977-1978 Special Recreational Skills Development Program--Project staff.

41. Objectives: Special Recreational Skills Development Program--Project Staff.

42. Description of Special Recreational Skills Stations-- Project Staff.

43. Certificate of Achievement awarded program participants--Project Staff.

44. Postma, Jacob. Videotape depicting program.

Mini-University--Process Objectives 4a & 4b; Activities #1, #2, #3, & #4.

45. Mini-University Brochure test (complete brochure presently being printed)--Project Staff.

46. Postma, Jacob. Mini-University slide presentation.

47. O'Toole, W.M. The Story of Mini-University: How to Provide an Enriching Experience for Young, Old, and In-Between (rough draft).

Career Education Workshop--Process Objective #3; Activity #4.

48. Sample, Teacher made module. Mayfield Career Education Materials. Developed by Ben Humphreys and Bob Ruoff; adapted by Bob Ruoff and W.M. O'Toole.

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50. Jackson, Sue, Teacher Made Module. Second grade, Providence, Kentucky.

51. Abell, Mary Ann. Teacher Made Module. High school, Lone Oak, Kentucky.

52. Brolin, D.E. Programming Retarded in Career Education. Working paper #1. Columbia: Project PRICE, University of Missouri, September, 1974.

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55. The Cluster System and Career Education Activities. Presented by Kentucky Department of Education, Division of Career Education.

Early Childhood Conference--Process Objective #3; Activity #1.

56. Enhancing the self-concept of normal and handicapped children through career education experiences. Workshop program, project staff.

Home Economics Conference--Process Objective #3; Activity #2.

57. Home Economics: Preparing the special needs learner for life. Workshop flyer, project staff.

58. Conference Session Schedule, project staff.

59. Home Economics as it relates to occupations. Southington Public Schools, Southington, Connecticut.

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CHAPTER V

SPECIAL ACTIVITIES

The intent of this section of the report is to describe project activities designed to reduce stereotyping of sex, race and handicapping conditions. A concerted effort was made by the entire project staff to meet all federally mandated guidelines for avoiding sex and race stereotyping. In addition, because of the emphasis of the project on the handicapped, the project staff has dedicated its strongest efforts toward developing activities directed toward ingrained prejudices heretofore not addressed. These prejudices are a result of subtle influences of society and only conscientious and direct efforts can reverse the process. Towards this end the following activities were developed and carried out.

Activity #1: Kentucky Career Education In-Service Training Workshop

Date: December 1 & 2, 1977

Both Curriculum Infusion Specialists attended this In-Service Training Workshop held in Frankfort. Seventeen persons representing thirteen higher education institutions and the State Department of Education gathered at the Career Education Workshop early in December. The institution representatives made a commitment to provide a summary list of the career education resources (both people and materials) available at each of their institutions. This list was eventually given to Ms. Dorothy Alexander, Director of Career Education, Frankfort.

The representatives were so impressed with the MSU project that curriculum infusion specialists were asked to present an impromptu overview of the project.

Activity #2: American Personnel and Guidance Association Conference

Dates: March 19-22, 1978

Dr. William O'Toole attended the APGA conference. At the conference he attended several of the sessions which were related to the present project's goals. During the conference, contact was made with Dr. Chuck Ryan of the University of Maine at Orono. Dr. Ryan was preparing to come to MSU as a project consultant and he was briefed on the activities in which he would participate. In addition to this, several informal contacts were made with individuals attending the conference who were interested in infusing career education into their programs. These informal contacts resulted in an analysis of common procedures used and problems encountered. These contacts identified several resources. Finally, a visit was made to the exhibition area to appraise the availability of suitable material to be used in the project.

Activity #3: Kentucky Council for Exceptional Children Conference

Dates: April 21-22, 1978

Dr. Allan Beane, Curriculum Infusion Specialist presented a paper entitled, "Career Education Games: An Approach to Infusing Career Education into the Curriculum," at the Kentucky Federation Council for Exceptional Children Conference held in Bowling Green, Kentucky. The workshop session was the only one focusing on career education. Sixty teacher-made career education games were presented to several teachers, supervisors, and university students.

Activity #4: State Career Education Conference

Dates: June 22-23, 1978

Both Curriculum Infusion Specialists attended this first statewide conference. The audience of 900 was made up principally of K-12 teachers, so attempts were made to establish contact with other higher education personnel and reestablish contact with those individuals met in December, 1977. Dr. Allan Beane attended sessions relating to securing resources and methods applicable to the project. Dr. William O'Toole attended the sessions on the state plan to provide input regarding career education for the handicapped and on the session established for dialogue between representatives of higher education. Together, they made one formal presentation at one of the conference sessions entitled, "The University's Role in Infusing Career Education/Handicapped into On-Going Curriculum."

Conclusion

It appears that the objectives set by the project in the area of reducing stereotyping in the areas of sex, race and handicapping conditions have been effectively met due to the activities developed and implemented by the project staff.

APPENDIX A

1. Career Education for the Integrated Special Child. Dr. Steven Shechtman, Department of Child Studies, Murray State University.

In fulfillment of Kentucky Career Education goals 1.5, 2.1, 2.3, 2.7, and 6.7. The purpose of the module is to introduce the pre-service or in-service pre-kindergarten teacher to Career Education/Special Education. Activities designed to introduce these concepts include role plays in which handica-ping conditions are simulated, a lecture on Kentucky Career Education, and developing classroom career education activities appropriate for handicapped pre-schoolers.

The recommended time required to fulfill module goals is two weeks. Evaluation is based on the activity developed by university students, and an essay question on a class test.

This module has been field-tested and student reaction statements have been recorded.

2. An Application of Career Education for College Students Utilizing Children's Interest in Television Characters. Dr. Steve Shechtman, Department of Child Studies, Murray State University.

Designed to teach students how to promote career awareness via the TV. The college student is expected to state the Kentucky Career Education goals and processes and demonstrate the ability to create career education activities appropriate for kindergarten age children. The student will utilize the child's interest in TV characters to enhance this learning.

There is a two-week recommended time framework. This module was field-tested and Dr. Shechtman's student reactions and personal recommendations are included.

3. Adlerian Theory of Personality and the Handicapped. Dr. Tom Holcomb, Department of Professional Studies, Murray State University.

Intended to expand the student's view of what a debilitating handicap is, and how one theorist would explain the striving and coping of the organism to raise its status to a more competent level of functioning.
--Distinguishes between handicap and disability.
--Introduces students to basic understanding of Adlerian Theory of Personality Development.
--Film, "A Day in the Life of Bonnie Consolo."

Student demonstrates understanding of module by adequately completing essay question on classroom examination. This module was field-tested in Dr. Holcomb's classes.

4. Application of Career Education in Home Economics 361 - Methods of Teaching Home Economics. Pauline Waggener, Department of Home Economics, Murray State University.

Designed to fulfill Kentucky Career Education Goal 1.5, "provision skills for facilitating the career development of others," and Kentucky Career Education Goal 2.7, "provision of an understanding of the implications of career education for special groups."

The Home Economics 361 student demonstrates the ability to fulfill these goals by participation in eight activities including a pre- and post-test, activities with special needs students in field-test sites (Special Recreational Skills Development Program), viewing films, and reading journal articles.

Other modules developed as a part of this project are currently under editorial review.

APPENDIX C

1977 - 1978 CONFERENCE PRESENTATIONS

O'Toole, W.M. An infusion model for career education for the handicapped at the pre-service and in-service level: A leadership role for counselor educators. Paper presented at the Southern Association for Counselor Educators and Supervisors Convention, Nashville, October, 1978.

This paper provided a description of the Murray State Career Education/ Handicapped project. The major purpose was to call attention to the potential leadership role and impact that counselor educators can play in this necessary and critical area of career education and career education for the handicapped.

Specifically, this program familiarized participants with: (1) roles and responsibilities of educators as a result of mandates regarding career education and the current particular emphasis toward special needs students; (2) a viable model currently in use at Murray State University infusing principles and techniques of career education including those for the handicapped into an ongoing collegiate and university curriculum; and (3) modeling change agent strategies and training counselors to perform these functions in their schools so more relevant career education for all is accomplished.

O'Toole, W.M. & Beane, A. The university's role in infusing career education/ handicapped into ongoing curriculum. Paper presented at First Annual Kentucky Career Education Conference, Louisville, June 1978.

This presentation was oriented to assisting post-secondary pupil personnel staff participants in examining: (1) procedures for identifying and securing faculty cooperation for the MSU Career Education/Handicapped project; (2) a faculty/staff in-service training model oriented toward infusing career education in the institution and developing instructional units; and (4) a process for developing field-based experiences to be used by both faculty and university students. The session ended with a discussion of the expected outcome envisioned for field practice and the realities of the problems that are to be expected in attempting to infuse career education for the handicapped.